**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 4th Grade** | | | **Date(s)**: Lesson 1 |
| **Unit Title:**  Establishing a Community of good Readers and Writers | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):** How does using strategies help me as a reader? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  eduplace.com – Sense Chart  Pre-Assessment  sticky notes  Engaging Scenario | | | | **character**  **character traits**  **narrative**  **audience** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**  X Modeled  X Shared  X Guided Practice   * Independent | **Reading**  **Standards:**  RL 4.10. Comprehending a variety of text  RF 4.4. Fluency in order to comprehend  **I Can Statement(s):**  I can identify habits of a good reader, writer and speaker?  **Instructional Plan:** The teacher will distribute the pre-assessment to students on the first day.  After completing the pre-assessment, students will be read the engaging scenario which is the jump start to the unit.  Teacher will discuss with students that over the next few weeks they will be learning how to become good readers, writers and speakers as they prepare to complete the task of the engaging scenario (final product). With the help of the teacher, students will complete a sense chart that allows them to brainstorm what they think a good reader, writer and speaker looks like and sounds like.  As an example for students, the teacher will model how to use the sense chart focusing on what it means to be a good listener.  **BEING A GOOD LISTENER**   |  |  | | --- | --- | | C:\Documents and Settings\370-student\Local Settings\Temporary Internet Files\Content.IE5\A7WLEBGT\MM900236233[1].gif **Looks Like** | **Sounds Like** | | * Eyes are on speaker * Occasional nod of the head to show that you are paying attention. | * You are quiet while the speaker is talking and waiting for your turn to speak. * Respectful |   **Shared**: Students will help the teacher to complete the sense chart for being a good writer and reader.  The teacher will continue to discuss with students, the engaging scenario. In order to complete the final task, they will have to better understand themselves and express it through a short personal narrative.  **Independent**: Students will complete a GET TO KNOW ME WHEEL/Interest Inventory to help them get ideas about things they might share in their narrative. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **L. 4.1a**. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why);  **b.** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses;  **f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons;  **g.** Correctly use frequently confused words (e.g., to, too, two; there, their).  **I Can Statement(s):** I can show my knowledge of how to write a narrative**.**  **Instructional Plan: Writing:** Students will complete a writing baseline about a time they learned a lesson. | | | | |
| **Gradual Release of Responsibility:**  Modeled   * Shared * Guided Practice * Independent | **Word Study**  **N/A** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.4.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 4 topics and texts, building on other’s ideas and expressing their own clearly.  **I Can Statement(s):** I can use strategies of a good speaker and listener.  **Instructional Plan:** Students will complete the “find someone who…” activity which allows them to practice being a good speaker and listener. In doing this activity they will get to know their peers. This will also encourage collaborative learning. | | | | |
| **Closing/Summarizing Strategy** | **Ticket out the door:**  On a sticky note, students will write down one statement that describes a good listener, reader or speaker. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Prepare a digital presentation, skit, or role play the habits and strategies that good readers, writers, speakers, and listeners use. Provide tips and advice that will help all students reflect on developing good habits. | | *Implement any of the applicable instructional strategies from the “benchmarks or short term objectives” section for annual goals addressing literacy from each identified student’s IEP.*  *Observe and implement the “general education program accommodations” on each identified student’s IEP.*   * Teacher or Peer: Model good reading, writing, speaking, and listening strategies for small groups of students * Provide a list of examples and non-examples for students to organize * Use a graphic organizer * Provide a model/exemplar of acceptable work (*character map*)   Struggling readers will need review/intervention for grade level phonics and word analysis skills for decoding. Offer re-teaching for syllabication patterns and morphology to assist with the reading of unfamiliar multisyllabic words in context and out of context. (**RF. 4.3, RF.4.4**) | | | ESL students tend to be very limited in their descriptive words, so everyone is *happy*, *sad*, *good*, or *bad*, with no shades of gray.  It is important to teach students that there are traits that are finer gradations than good or bad, and teach them that good readers can make that inference, read a whole selection and decide if a person is humorous, thoughtful, wise, loyal, etc.  Suggestions:   1. Write *good* and *bad* on the board and gave some examples of good and bad behavior:    * If you smiled at me in the hall, you are...    * If I made a mean face at you, I’d be....    * Give another more extreme example: If I was sick and Mrs. Jones made me chicken soup and hot tea and drove all the way to my house and took me to the doctor in the pouring rain and.... is that good or bad? But is that good compared to smiling, for instance? No, she’s being *caring*, not just good, but caring. What other things does a caring person do?    * What if you had a big project you’d worked on for a long time and someone smashed it and laughed at you?  Is that the same as making a mean face? No, it’s worse, that person would be *cruel*.  Hurting someone and laughing is cruel. 2. Introduce the idea that when we read or write, good readers and writers choose just the right word and can see very slight differences in characters and what they do, how they act.  So to be a good reader or writer, you have to know words like this. 3. Teach five of each: generous, sweet, stubborn, lazy... Maybe some words are neither good nor bad (silly, funny, etc.). A list of common character traits can be found at: <http://www.scholastic.com/teachers/lesson-plan/character-sheet-and-traits-list> 4. Next, write the five or ten easy traits on the board and play a guessing game, reading a couple of the trait sentences at a time, have students write down which trait they think you are describing.  Use the attached cards to review and expand. Note that one is more scaffolded with answer choices provided, while the other provides no choices.      1. The next day, review those ten, go back to some stories you’ve read and try to match the ten words to characters in those stories.  As you continue to read stories and observe classroom behavior, add more traits to the pile that they know and use. 2. It is important to model providing evidence that supports the character classifications in a story. The following strategy is taken from ***The SIOP Model for Teaching English-Language Arts to English Learners***:   Provide sentence frames like the ones below for students to orally complete with a partner.   * \_\_\_\_\_\_\_\_ is cruel when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . * \_\_\_\_\_\_\_\_ is generous when he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * \_\_\_\_\_\_\_\_ is courageous when she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   More proficient students can model the responses and the beginners could repeat or echo. You can also limit the number of sentence frames for beginners.  Use a Venn diagram to find commonalities among traits (stubborn and persistent, or considerate and responsible).  Create and post anchor charts with these words for future reference as students read and write. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*